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ABSTRACT

GRADES OR AGES: Grade 4. SUBJECT MATTER: Social studies; nature and characteristics of metropolitan regions. ORGANIZATION AND PHYSICAL APPEARANCE: The first half of the guide is divided into seven curriculum subunits, each of which is laid out in three columns, one each for topics, activities, and materials. The second half consists of seven appendixes containing or listing materials. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives of the unit are listed on the first page. Activities are listed in the second column in each subunit. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each subunit. Each group of materials is related to one or more activities. In addition, appendixes contain curriculum materials and a list of relevant articles from National Geographic. STUDENT ASSESSMENT: A one-page section entitled "evaluation" lists five methods, such as having students list the basic difference between rural and urban communities. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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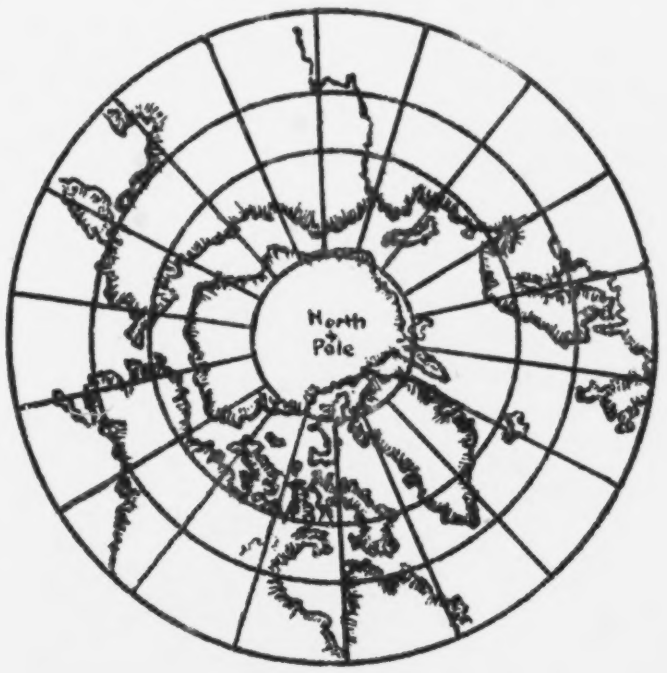
THE NATURE AND CHARACTERISTICS OF METROPOLITAN REGIONS

RESOURCE UNIT II

GRADE 4



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007056

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THE NATURE AND CHARACTERISTICS OF METROPOLITAN REGIONS

SUGGESTED TIME: 12-15 WEEKS

I. AIMS

A. To develop an understanding of the geographic, historic, economic, social, political and cultural factors that influenced and continue to influence the growth and development of metropolitan Providence.

B. To understand the internal and external interdependence of metropolitan regions.

C. To be aware of similarities and differences of various metropolitan regions and understand why these exist.

D. To develop the ability to construct and use various types of maps of metropolitan Providence.

II. GENERALIZATIONS

A. The metropolitan region includes the core city and surrounding cities and towns intimately and directly related to the core city: in a real sense the core city serves as the nerve center of the region.

B. The development of a metropolitan region and urban expansion have occurred because of good natural advantages, improved methods of transportation, prosperity, increase in population, and advance in technology.

C. Many types of neighborhoods are all necessary in every metropolitan region in order to provide freedom of choice of residence.

D. Core cities have to deal with the problem of handling daytime population greatly in excess of their permanent number.

E. The metropolitan region depends for survival upon its means of transportation and communication.

F. The metropolitan region provides a wide variety of governmental, educational, commercial, and industrial services affecting the local and world areas. These tend to be located where they can be reached with relative ease from all sections.

G. Metropolitan regions exist throughout the world.

H. Each metropolitan region is similar in broad structure yet different in specific aspects: geographic setting, history, economic base, population, cultural and political patterns.

I. Metropolitan regions have comparable economic, population, social, and political problems. These are constantly changing.

DEVELOPMENT OF UNIT

A. GEOGRAPHY

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is a metropolitan region?	A metropolitan region is the large geographical area around a large city (core city or central city) which is dependent upon the core city and linked to its services.	Map of Rhode Island Fideler: The Northeast pp. 196-198; 206 Pictures of metropolitan areas
What are the important questions that should be asked about a metropolitan region?	Continuation of the approach above together with reading in book to elicit a series of questions that will give direction to study: . Where is the metropolitan region located? . How large is it in area? . How many people live there? . How long has it existed? . Why does it exist there? . What products are manufactured? . What kind of people live there? . What are the important trade centers? . How do people and goods move about in the region? . What are the important recreational and cultural activities? . How many radio and television stations are there in metropolitan Providence? . What is the number of political units and types (i.e. cities, towns)? . What are some of the chief problems and what steps are being taken to solve them?	Films L-210 "Living in a Metropolis" (20 minutes) W-31 "What Is a City?"

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What area is included in the metropolitan Providence region?	Further develop the understanding of the above through questions such as: . Is a metropolitan region just one city? . What brings several cities together? . Is it possible to have included in the metropolitan region cities not in our state? . Can one city or town do everything for itself? . Is there one place that serves as the main business center?	Films L-310 "Living in a Metropolis" W-31 "What Is a City?" SRA: Cities at Work pp. 58-63
	Begin by giving children two blank maps. . Rhode Island map . Metropolitan Region map Have them study the two maps. What differences do they see? Have them transfer the names of towns and cities from the metropolitan map to the Rhode Island map. The pupils will discover that some names cannot be transferred. Elicit the idea that a metropolitan region does not necessarily include all of the state and yet can go beyond state boundaries.	Blank maps of Rhode Island Blank maps of Metropolitan Regions
	Areas which are included in metropolitan region: Cities . Central Falls . Cranston . East Providence . Pawtucket . Providence . Woonsocket . Warwick	The Providence Journal: Journal-Bulletin Almanac

Development of Unit -(cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Other areas in Rhode Island to be included: . Burriville . Cumberland . Johnston . Lincoln . North Providence . North Smithfield . Smithfield . Narragansett . North Kingstown . Coventry . East Greenwich . West Warwick . Bristol . Warren . Barrington . Jamestown Areas outside of Rhode Island which are part of the metropolitan region: . Attleboro . North Attleboro . Seekonk . Bellingham . Franklin . Plainville . Wrentham . Blackstone . Millville . Rehoboth Children can go to wall map to find names of missing towns and cities. Insert them with another color to differentiate. Have pupils outline the metropolitan boundaries and the state boundaries in two different colors.	
Why is a main business center necessary?	Introduce idea of "core city." Have class develop a list of various types of service performed in the core city.	Telephone directory

Development of Unit (Cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Talk about main stores and businesses and branch stores and businesses. Elicit the idea of greater variety of stores in the core city. The concept of increasing daytime population should be developed. Ask if they have visited a shopping center outside of Providence. See if they can name some of the big stores in the heart of Providence. Have you ever visited other stores that belong to the big stores? Develop the idea that branch businesses serve local needs.	Scott, Foresman: In City, Town, and Country pp. 18-19 Filmstrips SS-T-9-g "Visiting a Large City" SS-T-9-f "Visiting a Town" Benefic: You and Chicago pp. 50-54
What is meant by: a) urban community b) rural community c) suburban community	Have children select one urban area such as Providence, one suburban area such as Barrington, and one rural area such as Foster. Using the population tables in the Providence Journal Bulletin Almanac the teacher could make a simple graph to show the growth of population in these areas. Have the pupils compare pictures of the various types of communities.	Benefic: You and Your Community pp. 13-24 Journal-Bulletin Almanac Ginn: Your Towns and Cities pp: 32-36;112-131 Picture Sets
What has caused metropolitan regions to develop?	Have the students read to find reasons why some areas have grown so rapidly. See if they can express such ideas as:	Benefic: You and Chicago pp. 121-125 Ginn: Your Towns and Cities pp. 28-34

Development of Unit -(Cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	. favorable climate . physical conditions . natural resources . inventions which provided good transportation and good communications . increased production--more industrial plants--more jobs . growth of population caused expansion to suburbs . sharing of services	Ginn: Our Changing City Page 1 (pb) Ginn: The Big City page 1 (pb) Fideler: The Northeast pp. 198-201
What effect have physical and climatic conditions had upon metropolitan Providence?	On the map locate the land areas, coastline, and rivers of Rhode Island. Have class construct individual maps of metropolitan area to show principal rivers Narragansett Bay, and land forms.	Wall map Fideler: The Northeast pp. 326-328 Outline maps
	Show a series of seasonal pictures of this region so they can understand that this is an area of great variety of weather	Postcards Snapshots Pictures from magazines
	Simple tables can be constructed to show average monthly temperature and average monthly precipitation. Use round numbers. Simple bar graphs might also be constructed.	Journal-Bulletin Almanac Index - see temperature Index - see weather

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How does the Port of Providence serve the region?	Have the children read about ports in general and study pictures in books and collect pictures from newspapers, magazines, etc. Mount on bulletin board. These filmstrips might be used: SS-S-6-b Harbor SS-S-6-d Freighter SS-S-6- e Lighthouse SS-S-6-f Tugboat	Benefic: <u>You and Chicago</u> pp. 67-68 Scott, Foresman: <u>In City, Town, and Country</u> page 167 Fideler: <u>The Northeast</u> Index - see ports Ginn: <u>Your Towns and Cities</u> pp. 28-29 See Appendix "Port of Providence"
A. How was the Municipal Wharf improved?	Construct a mural of a harbor. Put in wharves, cranes, tugboats, freighters, liners, cargo on docks, etc. Describe Port of Providence.	Rhode Island Development Council booklet: <u>This is Rhode Island</u> See Appendix "Municipal Wharf"
How does our new post office handle the mail for metropolitan Providence?	Show picture of new post office. Look up information about new post office in the <u>Journal-Bulletin Almanac</u>. Ask them what work a post office does. Have they been in a post office? What did they do there? Show filmstrip: SS-0-5	Picture set of Providence <u>Journal-Bulletin Almanac</u> See Appendix: "Automated Post Office" Film 0-11 "Post Office" (11 min.)

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are the natural resources in this metropolitan region?	Discuss meaning of natural resource. List resources of this area. Rhode Island has limited natural resources. It has no precious metals and no industrial fuels. It does have fisheries, road building materials such as sand and gravel, granite, and water. This region is rich in human resources. It contains a large group of skilled workers.	Fideler: The Northeast page 328 Rhode Island by Tanner Film C-25 "Conservation of Natural Resources"

B. HISTORICAL GROWTH AND CHANGE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What conditions in early Rhode Island led to its growth and development? A. How was sea trade developed? B. What products were exchanged?	The long sea coast, excellent bay, good climate, and large forests which supplied timber for ships made it a natural thing for Rhode Island to turn to the sea for much of its income. Farm products raised in Rhode Island were shipped to the other colonies. Slaves were used on early plantations in Rhode Island. A trade developed between the colony and the West Indies. Have class discuss what might happen when traders made much money.	SRA: Cities at Work page 42 Ginn: Your Towns and Cities pp. 134-153 Benefic: You and the Community pp. 26-51 Film E-1 "Early Settlers of New England"

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Plantations Large ones in fertile Narragansett Bay areas. Crops Tobacco Livestock	
C. What industries developed? D. Where did factory workers come from? E. What effect did this have upon the population? F. What inventions aided the growth of industry?	With increase in wealth investments could be made in developing industries to satisfy needs and wants of people. Building of factories brought need for workers. Discuss where workers would be obtained (migration). Development of Industry . sawmills . iron foundry . shipbuilding . textiles . silversmiths . cabinet makers Might do mural of harbor with ships of period, workers on docks. Have a small group report on Samuel Slater's contribution to textile development in Rhode Island. Plan a field trip to Slater Mill. Before trip have class preparation period.	See Appendix "The Development of the Textile Industry in Rhode Island" Rhode Island History by Tanner pp. 110-111 Filmstrip SS-A-23 "Slater Mill"

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Life of early settlers. What contributed to growth and development?	Trip to Rhode Island School of Design Museum--Early American room. How did they get material for homes, furniture, tools, ships, fuel, etc. (Natural resources--forests) Review how early plantations in Rhode Island contributed. Individuals can give reports on household manufacturing and Market Square.	Fideler: The Northeast pp. 68-69; 88 SRA: Cities at Work pp. 94-99 Films R-19 "Rhode Island" (10 minutes) R-302 "Roger Williams, Founder of Rhode Island" (28 minutes)

C. TRANSPORTATION AND COMMUNICATION

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How are goods and persons transported in a big city?	Have the children read to find the answer to the question. Follow this by a discussion of the ways in which goods and persons are moved about. Now relate this to metropolitan Prov. Have children gather illustrations of different means of transportation in this area. Discuss why more and better highways are necessary. Have a couple of children look in the Journal-Bulletin Almanac for auto registrations in Rhode Island and record number of cars registered for years given.	Ginn: The Big City pp. 69-82 (pb) Ginn: Your Towns and Cities pp. 13-16 Ginn: The Changing City (pb) pp. 100-101 Benefic: You and Chicago pp. 58-68 Fideler: The Northeast pp. 176-180

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Make a chart and present figures to class to show growth in number of cars.	Scott, Foresman: In City, Town and Country pp. 30-33
	Have children realize that extended highway systems are needed to handle increased road traffic, traveling at greater speeds in and out of cities and towns which comprise metropolitan Providence.	Old Magazines, newspapers, picture sets
	Discuss freeways.	Ginn: Your Towns and Cities pp. 62-66
	What is destroyed to build them? How are people affected? Positively? Negatively?	Journal-Bulletin Almanac
	How may they influence movement of population away from core cities?	SRA: Cities at Work pp. 112-129
What happens when more people drive their cars to work in the business center?	Discuss traffic and parking problems.	Benefic: You and the Community pp. 118-131
What is being done to overcome transportation problems?	Discuss ways in which Providence is trying to improve traffic conditions: . one-way streets . rerouting traffic . more off-street parking facilities . old buildings being removed and land converted to parking lots	Ginn: Your Towns and Cities pp. 14-16
		Scott, Foresman: In City, Town and Country pp. 20-25
		Ginn: The Big City (pb) pp. 100-104
		Ginn: The Changing City (pb) page 137
		Fideler: The Northeast pp. 222-224
		SRA: Cities at Work pp. 112-129

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do the bus terminals handle increased state and inter-state travel?	Show pictures of the new bus terminal. Ask: How many have been on a long bus trip from Providence? Have children describe bus, and terminal. Try to develop the idea that a bus can hold a great number of people, fares are cheaper than those of a train or an airplane, though it would take longer to travel by bus. If time is a factor-business men may prefer faster transportation, even though more expensive.	Film A-27 "Arteries of New York"
What railroad serves the Providence region? What problems does it have?	Ask the children how many ever rode on a train. Where were you going? Have them describe the train and Union Station. See if they can bring out the deterioration of the train station and the trains themselves. Discuss the fact that with the improved highway facilities many people prefer to travel to New York by car or bus. Explain that because of the increase of passenger cars, busses, and freight trucking companies the local line, has curtailed much of its service to Providence because of loss of passengers and freight. Explain that a new company - the Pennsylvania Railroad has replaced the New Haven railroad. Explain why.	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Elicit from the children that the railroad is still the most efficient way to move large numbers of people in and out of core cities. If possible, have class visit Union Station.	
Why does the state of Rhode Island now run the bus service within the metropolitan area?	Point out that increased use of passenger cars caused financial difficulties for the local mass transit system, United Transit Company due to increased costs and greatly increased passenger fares. The company was losing money steadily and the state took over the bus company. (The Rhode Island Transit authority encourages tours of its facilities and will provide a bus to transport the class.)	
What privately owned companies provide passenger transportation?	Ask: Have you ever ridden in a taxi? Who owns them? Why do people use taxis? Have them discover that this fast service is due in part to the use of two-way radios.	
Where are airports located and in which ways do they serve the people of the region?	Locate the airports servicing the area on an outline map. Ask: Have you ever ridden in an airplane? What airport? What was the name of the airline? Where are airports in Rhode Island located? (Green, North Central, Westerly, Block Island, Newport (Middletown)).	Journal-Bulletin Almanac page 118 Film A-40 "Airport" (11 minutes)

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Discuss the kinds of goods sent by air. If possible, plan a trip to the Theodore Francis Green Airport to allow pupils to see how the facility operates. Have a group develop a mural showing the airport in operation.	
Which newspapers are published in metropolitan Providence?	Encourage pupils to bring in their daily newspaper. Try to obtain copies of other local newspapers of the other towns and cities in the metropolitan region. (Newport News, Pawtucket Times, Pawtuxet Valley Times, Westerly Sun, Woonsocket Call)	Film N-207 "Newspaper Serves Its Community"
	Teach pupils how to use the various sections of the newspaper. Correlate with language arts.	
Which radio and television stations serve the region?	Have pupils tell about the uses of radio and television for communication. Have the children bring in the Sunday radio-television section to find out the many types of programs which are broadcast. Discuss the programs that interest the pupils and why. Encourage pupils to listen to programs of local interest.	

Development of Unit (cont'd.)

D. POLITICAL SERVICES

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Why is Providence, the core city, the State Government center as well?	Show pictures of Rhode Island State Capitol and ask pupils to tell if they have seen or visited it. Then ask pupils to give its location. Have pupils write business letters to the Rhode Island Development Council requesting informative and illustrative material on Providence and on Rhode Island. (Best to limit this to one pupil writing for class.)	Picture Set
What services are provided by the local governments of metropolitan Providence?	Have pupils locate and list the various organizations or departments that provide service. Include the following: . government . police . fire . health . sanitation . public works . education . welfare	Benefic: <u>You and Chicago</u> pp. 85-86 Ginn: <u>Your Towns and Cities</u> pp. 76-77
How are government workers selected?	Discuss how some state and city officials are elected by the people, others have appointed jobs, and still others are hired for special skills through civil service examinations.	Benefic: <u>You and the Community</u> pp. 146-152 Ginn: <u>Your Towns and Cities</u> pp. 160-161
Which departments deal with matters of health?	Discuss the ways in which the health and well-being of people are protected. Include the work of the health and sanitation departments in the discussion.	Benefic: <u>You and Chicago</u> page 92 Ginn: <u>Your Towns and Cities</u> pp. 82-83; 84-85

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Invite the school nurse in to talk with the class and explain the use of health facilities.	Benefic: You and the Community pp. 165-168
What important job is done by the water supply department?	Show pictures of reservoir. Discuss what must be done by the water purification plant.	Picture set Benefic: You and Chicago pp. 93-95 Benefic: You and the Community pp. 169-171
What is the service performed by the police department?	Have pupils explain the need for police protection and law enforcement. Invite a police officer to speak to the class about traffic regulations and their necessity for order and safety. Record this talk on tape for future reference.	Benefic: You and Chicago pp. 93-95 Scott, Foresman: In City, Town, and Country pp. 8-13 Ginn: Your Towns and Cities pp. 80-81 Benefic: You and the Community pp. 163-164 Film P-16 "Policeman" (10 minutes)

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How are property and people protected against fire?	Initiate a discussion relating to the organization of the fire department and how firemen are always on duty to answer fire alarms.	Benefic: You and Chicago pp. 90-91
	What is the fire insurance coverage situation in the slum areas of Providence?	Benefic: You and the Community pp. 161-162
	Have a discussion on fire prevention	
	Develop a list of rules for fire safety to post on the bulletin board.	Ginn: Your Towns and Cities pp. 78-79
		Film C-25 "City Fire Fighter" (10 minutes)
How are educational services provided?	Explain that in this area there are both public and private schools that provide for the education of the young and older persons	Benefic: You and Chicago pp. 99-104
	Have pupils make a survey of the various types of schools located in the area including elementary and secondary schools, colleges, vocational schools, and adult programs.	Benefic: You and the Community pp. 141-144
	Have children find out how many students are enrolled in public, private, and parochial schools in this region.	Journal-Bulletin Almanac
	How many enrolled in local colleges and universities?	
	If possible, have the children visit a college campus.	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
In which ways are the old, needy, and disabled provided for?	Show picture of Dexter Manor. Discuss the part that the local governments play in providing financial and professional aid.	Benefic: You and the Community pp. 173-177

E. THE ARTS - CULTURAL CENTERS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
In what ways do people in the metropolitan region fulfill their desires for cultural and recreational activities?	On a large outline map plot centers of activity such as Rhode Island School of Design Museum, Veterans Auditorium, Providence Public Library, theatres, etc.	Benefic: You and Chicago pp. 107-113 Benefic: You and the Community pp. 186-188; 193-199
What are the cultural and amusement centers and where are they located?	Have pupils check Sunday papers for cultural activities. Study the development of the sports-cultural center in Providence - emphasize state-city cooperation.	SRA: Cities at Work pp. 76-89

F. SOCIAL PROBLEMS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are some of the present social problems and why do they exist?	Discuss: . urban renewal, relocation . river pollution . air pollution . unemployment, etc.	Ginn: Your Towns and Cities pp. 14-16; 74-75

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are some of the methods employed in solving these problems?	Examine local newspapers for related articles. Both public and private agencies must cooperate in solutions to these problems. Governments exist to do two things: Resolve conflicts Provide services A class examination of public and private efforts to resolve social problems: Examples: Progress for Providence Church related programs Impact, R. I. Opportunities-Industrialization Center of R. I.	Filmstrips SS-C-34-e "Problems of the City" SS-C-34-f "Keeping the City Alive"

G. COMPARISON OF METROPOLITAN AREAS

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Briefly, how do our understandings about the growth and development of metropolitan Providence apply to the following metropolitan regions? . Chicago . New York City . Tokyo . London . Moscow . San Francisco In what ways does interdependence exist among these metropolitan regions?	In group activities develop outlines and reports. Carry on research and have class report on at least two other metropolitan regions. From the questions which have been provided from the previous study of Providence, have the pupils study other metropolitan areas in depth. NOTE: In cities of the United States there is an opportunity to examine their historical background. Who founded them? Why did they settle there? What caused the city to grow? How does this city serve the surrounding area?	SRA: Cities at Work pp. 4-15 Laidlaw: Understanding Japan pp. 34-40 Benefic: You and Chicago pp. 74-80; 140-172

VOCABULARY

activity
agriculture
amusement centers
area
automation
boundary
business center
by-products
capital city
central city
channel
charts
city
civic
climate
coastal
commercial
communication
community
commuter
continent
core city
crop
cultural center
density
dependence
developments (industrial)
economic
expansion
export
freeway
geography
globe
government
graph
gulf
harbor
highway
import
industry
interdependence
international
interstate
labor
leisure
location
machinery
manufacturing center
map
market
mass production
metropolis
metropolitan regions
migration
mobility
natural resources
neighborhood
occupation
physical map
production
product map
profit
progress
prosperity
public utilities
recreation
region
relocation
resource
riverport
rural
seacoast
seaport
seasons
statistics
suburban
subway
tanker
technology
textiles
trade
trading center
transportation
trend
unemployment
urban
urban renewal
water power

EVALUATION

A. The children can be encouraged to write poems and stories about their city and their feelings about it. Perhaps they could pretend they are describing their city to a pen pal in a distant country.

They could also draw pictures of their own impressions of the city.

The compositions and stories could be assembled in individual booklets titled, "The Way I See My City."

B. Have the children list the basic differences between rural and urban communities.

C. Under the heading, "Why Some Communities Have Become Large Cities," list the reasons that communities grow.

D. Review aims and generalizations.

E. Review vocabulary.

APPENDICES

Appendix A: Port of Providence - Municipal Wharf

Appendix B: Automated Post Office

Appendix C: Early Sea Trade

Appendix D: Development of the Textile Industry in Rhode Island

Appendix E: Outline Map - State of Rhode Island

Appendix F: Map - The Providence Metropolitan Region

APPENDIX A

PORT OF PROVIDENCE

The Port of Providence is a deep-water port twenty-seven miles from the the ocean. A ship channel passes through the Providence River and Narragansett Bay to Block Island Sound. Twenty-five wharves and docks shared by Providence and East Providence serve the port. There is no passenger service except in the summer, when a ship sails to Block Island each day.

There is one towing firm which owns four tugboats.

Four stevedore firms unload and load the boats.

Pilots who know the channels take the ships in and out of the port.

The chief cargoes moving through this port are fuel oil, cement, lumber, gasoline, soft coal, and asphalt.

Providence and East Providence fire departments protect the wharves and docks in case of fire.

MUNICIPAL WHARF

The Municipal Wharf is located at Field's Point on the west bank of the Providence River. It has been owned and operated by the City of Providence since 1916. The dock was made longer between 1938 and 1941, again in 1961 and 1962, and again in 1966.

There are three brick and steel transit sheds for storage.

Dock facilities are rented by many companies.

The city Port Agent of the Public Works Department is in charge of the wharf.

In 1966 the dock earned $257,000 after expenses.

APPENDIX B
AUTOMATED POST OFFICE

Providence has an automated post office which is the first one opened in the United States. On October 20, 1960, it opened for business. It is located in the West River Industrial Park. The post office rents this equipment from the Intelex Systems, Inc., for $1,400,000 per year, and holds a twenty-year lease. One million one hundred thousand (1,100,000) pieces of mail a day can be handled.

This post office serves a large area beyond the City of Providence in Rhode Island and Massachusetts.

APPENDIX C
EARLY SEA TRADE

Rhode Island borders on the Atlantic Ocean. Though the earliest settlers were farmers, it was natural for the people of this colony to turn to the sea for a living also. In the early years of the colony, trade was carried on with New Amsterdam.

Much lumber was sent to the Dutch Colony.

When New Amsterdam became New York, Rhode Island continued to trade with it, and its English neighbors.

Horses and provisions were exported. Goods from the Barbadoes in the West Indies were imported.

Slaves were imported.

By the late 1600's most trade was carried on with the West Indies.

APPENDIX D
DEVELOPMENT OF THE TEXTILE INDUSTRY IN R. I.

In the early days, settlers in Rhode Island were mostly farmers, fishermen, whalers, seamen, or traders.

There was only a small amount of good farmland, so many people had to work at jobs that had to do with the sea and trading.

After 1815, conditions for sea trade changed, so businessmen were looking for new ways to earn money.

They turned to the manufacturing of cotton yarn and cotton cloth.

At this time rivers were important as the source of power to turn water-wheels which made the machinery in a factory work. Factories were built on the banks of the Blackstone, Pawcatuck, and Pawtuxet Rivers.

Samuel Slater built a mill on the Blackstone River which spun its first yarn in December, 1790. This mill is still standing today but is not in operation. It is now a museum open to the public.

The textile industry grew very slowly in Rhode Island because of technical difficulties and partly because of a shortage of skilled workers.

By 1801 there were only four small spinning mills operating in Rhode Island. Only a few workers were employed and only small amounts of yarn were produced. In these mills the yarn was carded and spun. The raw cotton was teased and cleaned by children and workers in their home.

The finished yarn was sent to shopkeepers or to homes where it was woven into cloth on hand looms.

As the cotton textile business grew, more and bigger mills were built and old ones were enlarged. Between 1805 and 1807, nine new factories were opened. Within the next five years 38 mills were in operation. By 1815, the number of textile factories had increased to one hundred. Many of them were small and not well managed.

Later a typical mill was mechanized to do the complete job of producing cloth. Cotton was cleaned, carded, spun into yarn, and woven into cloth in the same mill.

Some mills sent their cloth to other factories for bleaching, dyeing, printing, and finishing.

When textile manufacturing became more important men who had special skills appeared. Some designed, repaired, and improved machinery. Others bought the raw materials for the mills. Still others sold the yarn and cloth produced in the Rhode Island mills.

Development of The Textile Industry in Rhode Island (cont'd.)

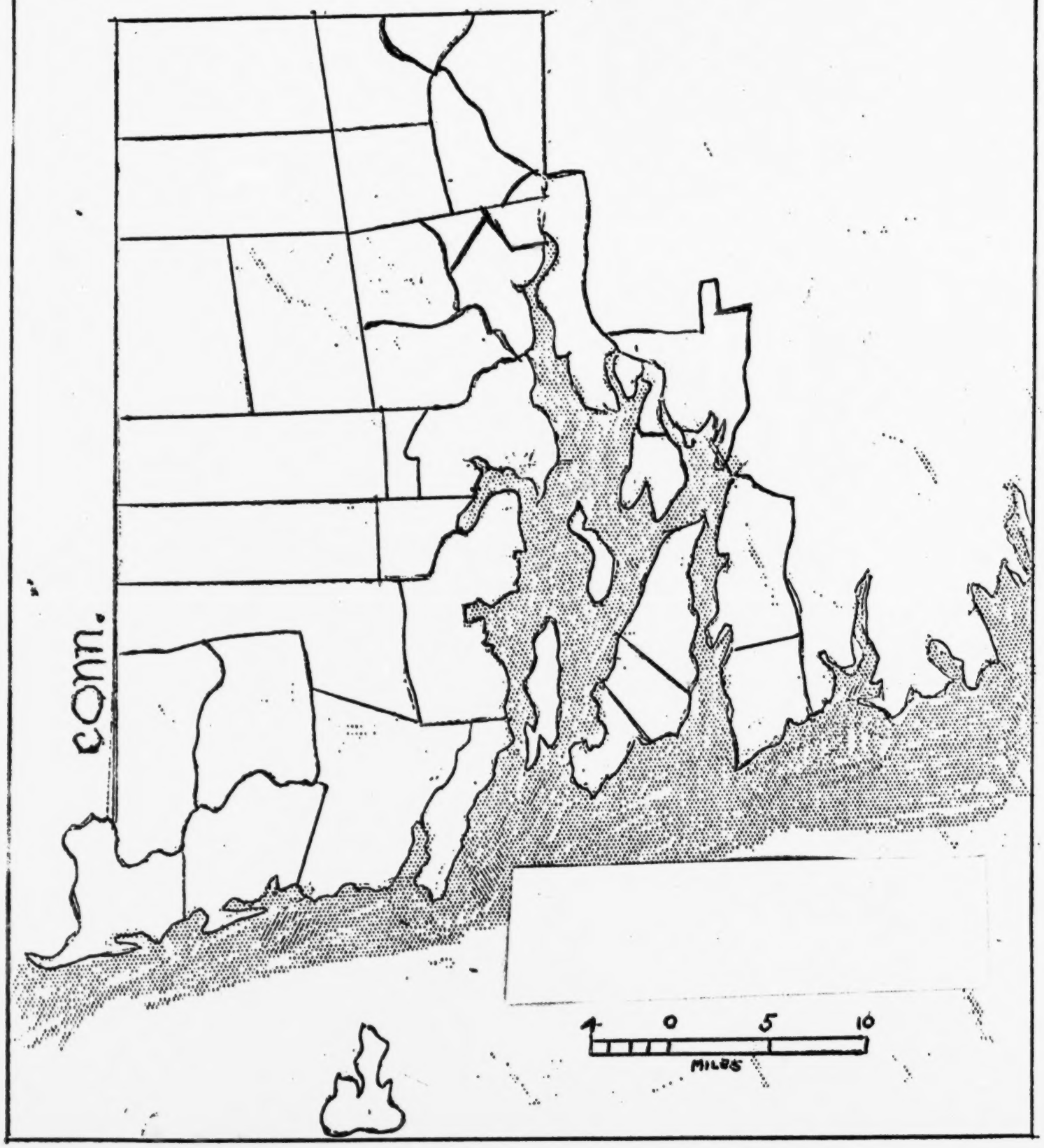
After 1830 steam power began to replace water power for operating machinery in the factories. The owners of the mills in the towns of the Blackstone and Pawtuxet Valleys began to use the new source of power. This meant that many people moved into these valleys to work in the mills. The towns and cities grew in size and importance. As a result, Providence became the banking and transportation center of the state.

Soon these mills became too large to be owned and managed by a single family or a small group of people. A new way of managing them had to be found. Corporations were formed. People invested money in these businesses and shared in the profits.

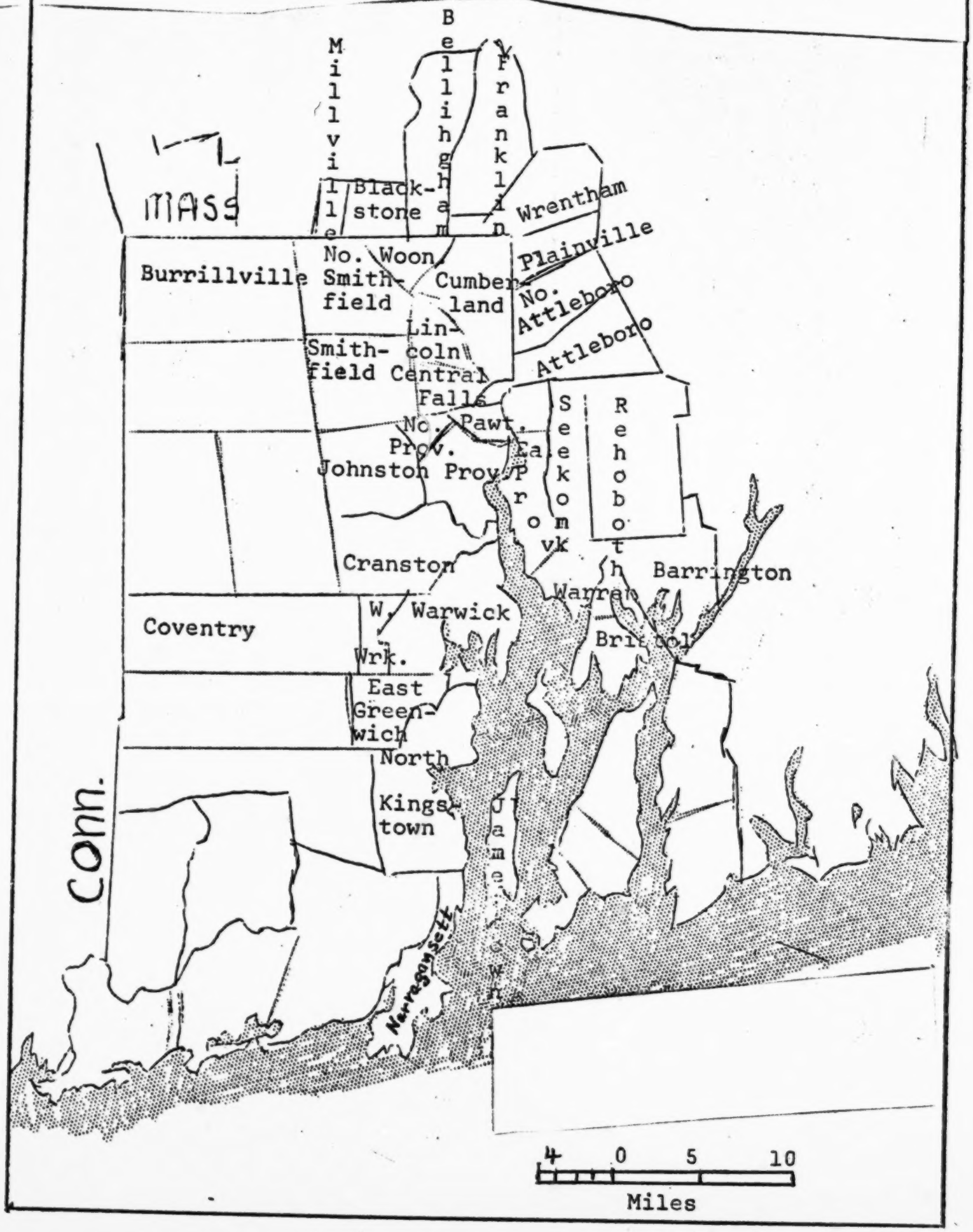
For many years the manufacture of textiles was one of the most important industries in Rhode Island.

In recent times the textile industry in Rhode Island has declined. Many of these industries moved to the South.

MAP OF RHODE ISLAND



PROVINCE METROPOLITAN REGION



APPENDIX G

NATIONAL GEOGRAPHIC MAGAZINES

Metropolitan Cities

Title	Issue
Massachusetts Builds for Tomorrow (Boston)	December, 1966
Pittsburg: Pattern for Progress	March, 1965
St. Louis: New Spirit Soars in Mid-America's Proud Old City	November, 1965
Tokyo: The Peaceful Explosion	October, 1964
Bocm on San Francisco Bay	August, 1956
Post Roads Today	August, 1962
Healthy Heart of the Nation (Chicago)	December, 1953
Louisiana Trades With the World (New Orleans)	December, 1947
New Orleans, Jambalaya on the Levees	February, 1953
Here's New York Harbor	December, 1954
Paris, Home Town of the World	June, 1952
Paris: Vibrant Heart of France	August, 1958
"The City"--London's Storied Square Mile	June, 1961
In the London of the New Queen	September, 1953
Mapping Megalopolis	August, 1962
Rhode Island, Modern City State	August, 1948
Windjamming Around New England	August, 1950
New England's "Lively Experiment" in Rhode Island	September, 1968